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AUTHOR Smith, Douglas K.; And Others
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ABSTRACT

Studies examining the behavior management styles of parents as a function of family intactness and parent employment status are lacking. To assess parental style of behavior management, the Parental Management Questionnaire (PMQ) was completed by 1,957 parents of elementary school children (50% response rate). The PMQ is based on Aronfreed's (1968) model of parental socialization, and assesses style of socialization through the use of forced-choice items. Each item is composed of a behavioral situation and two alternatives for resolving the situation: a sensitizing approach, which aims at stopping certain behaviors by emphasizing fear of external punishment; and an inductive approach, which places emphasis on the child's development of internal control. Results indicated that single parents selected more inductive responses than parents in intact families, and mothers selected more inductive responses than fathers. Single parents with a high school education or less selected significantly fewer inductive responses than single parents with a college background. In intact families, inductive responese were selected more often by mothers and by parents with higher levels of education. There were no differences in parenting style as a function of parental employment. (Author/LLL)

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Behavior Management Styles of Single Parents and Intact Families

Douglas K. Smith

University of Wisconsin-River Falls

Timothy A. Bess

Independent School District 833

Kathleen S. Franzen

Independent School District 191

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Abstract

An analysis of the preferred behavior management style of intact family parents compared to single parents was completed utilizing the Parental Management Questionnaire (PMQ), which is based on a model of parental socialization originally developed by Aronfreed (1968). Significant differences were found in behavior management styles with single parents selecting more inductive responses than parents in intact families, and mother selecting more inductive responses than fathers. Single parents with a high school education or less selected significantly fewer inductive responses than single parents with a college background. With intact families inductive responses were selected more frequently by mothers as compared to fathers and by parents with higher levels of education. These results are discussed along with implications for practitioners and future research needs.

Research on parenting styles began in the 1920s and reached a peak in the 1950s and 1960s. Until recently, however, the research focused on the role of mothers in the socialization of children (Lamb, 1976). In addition, since the 1960s and especially in the past few years there has been a great increase in the number of employed mothers (Hoffman, 1983) and in the number of single parent families. A recent study (Guidubaldi, Cleminshaw, Perry and Kehle, 1983) indicates that children from single parent families (as a result of divorce) enter school with significantly less competence than children from intact families. Contemporary studies examining behavior management styles of parents as a function of family intactness and parent employment status are lacking.

Meanwhile school psychologists have indicated a desire to become more involved with parents through consultation and education activities (Smith, et al, 1983). In order to be effective in such activities it is important that the school psychologist be familiar with the variables that may be related to parental styles of behavior management. In this way more effective prevention and intervention programs can be designed based on the specific needs of individual families and groups of parents.

Therefore, the present study was designed to examine parent style of behavior management as a function of parent gender (male, female), family intactness (both parents present, single parent) and location (rural, suburban). Secondary purposes included an examination of parental style of behavior management within intact families as a function of gender, employment (both parents work, one parent works) and educational level (less than high school, high school graduate, college, post college training) and an examination of parental consistency in management approach

within individual families.

In order to assess parental style of behavior management, the Parental Management Questionnaire (PMQ: Bess and Smith, 1982) was utilized. The PMQ is based on a model of parental socialization originally developed by Aronfreed (1968).

The Induction-Sensitization Model

Aronfreed's model of parental socialization is based upon parental reaction to children's behavior. The model incorporates not only the specific management techniques used but also the emotional (affective) relationships between parent and child. The model distinguishes between two types of socialization: induction and sensitization.

The inductive style of socialization emphasizes the child's role in a behavioral situation and utilizes techniques that facilitate the development of internalized controls over behavior. The parent (socializing agent) induces the child into accepting responsibility for behavior and judging the appropriateness of the behavior. As the process continues the child gradually develops a set of internal standards of conduct and is able to resolve behavioral dilemmas as they develop. The inductive approach communicates acceptance to the child and a sense of control over the child's own behavior.

Socialization with the inductive approach is accomplished in a positive manner. The parent's expectation is that the child will exhibit appropriate behavior if the child is fully aware of the situation and the factors involved. Therefore, the socializing agent must provide information and guidance to the child in a clear and precise manner. This procedure appears consistent with a proactive approach to socialization

as described by Brophy (1977).

Specific techniques used in the inductive approach include: (1) withdrawal of affection through ignoring behavior or expressing disappointment, provided that affection is reinstated after the child has used his or her own resources to evaluate or correct the behavior; (2) asking the child to explain the behavior; (3) reparation for the behavior; (4) encouraging the child to define the transgression and to initiate a response; (5) describing the consequences of the child's actions; (6) suggesting appropriate actions to the child; and (7) advising the child of the specific aspects of the behavior that were unacceptable. The socializing agent also rewards desirable behavior and attempts to ignore the undesirable behavior whenever possible.

The inductive style teaches children internal control over their behavior while the sensitizing style requires external control of children's behavior by the parents. According to Aronfreed (1968) inductive approaches are the less punitive forms of discipline and lead to more internalized controls over behavior while the sensitizing forms of discipline are more externalized and emphasize outside controls over behavior by the parents.

The sensitizing style of socialization emphasizes the specific behavioral situation and "sensitizes" the child to the situation with techniques that focus on the external risk of punishment. The socializing agent teaches the child fear the external consequences of misbehavior. Behavior is often labeled as "good" or "bad" and the child receives little information as to why a certain behavior is appropriate or inappropriate. The child has difficulty generalizing from one situation to another

and does not develop internalized standards of conduct. The motive for the child's behavior as well as the responsibility of the child in the situation are ignored. Responsibility for judging behavior belongs to the socializing agent and not the child.

The sensitizing approach often communicates the expectation that the child deliberately behaved inappropriately. Rejection is often transmitted to the child rather than acceptance, as with the inductive approach. The socializing agent often functions as a dispenser of punishment. Without adequate knowledge of situations, the child learns to evaluate behavior on the basis of the opinions of others rather than on the basis of internalized standards.

With the sensitizing approach, the socializing agent ignores desirable behavior and punishes undesirable behavior. The purpose of the punishment is to make the consequences of the behavior so uncomfortable that the child will learn to avoid the situation. Therefore, the specific techniques include: (1) physical punishment; (2) yelling or screaming at the child; (3) telling the child that his or her behavior is bad and that he or she is no good; (4) humiliating the child; (5) belittling the child; (6) threatening the child; (7) embarrassing the child; and (8) criticizing the child, especially on the personal level.

These two styles of socialization are compared and contrasted in Table 1.

Insert Table 1 about here

A number of studies, as reported by Aronfreed (1968) have demonstrated

significant correlations between the types of discipline that are used by parents and various indices of children's internalization of control over conduct. The reported relationships generally confirmed the expectation that children will have a more internalized orientation when they have experienced inductive styles of discipline rather than sensitizing styles.

Aronfreed's own research on parents' disciplinary approaches indicated that parents who used inductive methdos had children who internalized their reactions to transgressions. In addition, children were better able to handle their aggressive behaviors (especially physical aggression) if their parents used inductive methods. Aronfreed (1968) also reported that parents from higher socioeconomic levels tended to use the inductive approach while parents of lower socioeconomic status tended to use more sensitizing approaches in response to their children's misbehavior. At the same time, parents of aggressive delinquents typically employed more sensitizing techniques than indicutive techniques. Aronfreed (1968) also reported that a number of studies found that children whose parents were more direct and physical in their methods of punishment were more likely to be physically aggressive toward peers than those children whose parents employed inductive techniques of discipline.

Specific techniques of parental discipline have been examined by many researchers including Kagan and Moss (1962); Sears, Maccoby and Levin (1957); and Becker (1964). Techniques were described on the basis of parental interview, especially of the mother, and home observation. Attempts to relate outcomes of specific disciplinary approaches have also been reported. For example, Baumrind and Black (1967) found that punitive

parental attitudes toward discipline were predictive of coercive and inconsistent parental behavior and correlated highly with the use of coercive power without reason. Use of reason by parents and their willingness to engage in verbal discussion was associated with competent behavior in their children. Clarke-Stewart's review of studies (1977) of parenting behavior concluded that authoritative and harmonious discipline is associated with mature and competent social behavior in children and that authoritarian discipline is associated with aggressive, hostile and disobedient behavior in children. Lacking in these studies, however, has been a theoretical model to explain the process by which parental styles of discipline or socialization effects the described outcomes in children.

Aronfreed's (1968) model of parental socialization provides a theoretical basis for these findings. By using explanations or reasoning, the inductive parent provides the child with his or her own explicit standards for evaluating behavior. In addition, the inductive parent encourages the child to accept responsibility for his or her actions by using inductive techniques such as asking the child why he or she behaved in a certain way, requiring the child to correct the damage done, or refraining from punishment when the child takes the initiative to correct the behavior. The child is, therefore, facilitated in learning how to competently adapt to situations without the presence or threat of external control.

The sensitizing parent emphasizes to the child the painful external consequences of transgression in an attempt to extinguish or control the child's unacceptable behavior without explanations or opportunities for active control of the resulting consequences by the child. Aronfreed

(1968) speculated that intense, aversive threats or actions toward the child disrupt the transmission of information which the child could use to expand his or her cognitive resources for internalized control of behavior. Without this knowledge, the child finds it difficult to competently adapt to his or her social environment.

Parental Management Questionnaire

The Parental Management Questionnaire (PMQ: Bess and Smith, 1982), a 36 item forced-choice questionnaire, is a revision of the Classroom Management Questionnaire (Smith, 1977, 1978a). Both instruments are based on Aronfreed's model of parental socialization and assess an individual's style of socialization through the use of 36 forced-choice items. Each item is composed of a behavioral situation and two alternatives for resolving the situation. One alternative represents a sensitizing approach and the other represents an inductive approach. Inductive responses are scored positively. The behavioral situations represent similar behaviors as presented on the Classroom Management Questionnaire. The situations are modified to reflect a home setting as opposed to a classroom setting. Situations involve an equal number of male and female children (18 for each gender).

Reliability of the PMQ

The PMQ was administered initially to fifteen parent volunteers during the fall of 1982. The mean age of the group was 37.3 years. The group was composed of 10 females and five males. All participants had completed high school. Two weeks later the PMQ was readministered to the same group. Test-retest reliability was established at .88 which compares favorable with the test-retest reliability of .85 for the

Classroom Management Questionnaire. The Kuder Richardson procedure yielded an internal consistency estimate of .76 which is the same as for the Classroom Management Questionnaire.

The PMQ was also administered to a sample of 77 high school seniors on two occasions separated by an interval of two weeks in the spring of 1982. Test-retest reliability was established at .75.

Internal consistency of the PMQ with the present sample of 1968 parents and using the Kuder Richardson procedure is 0.71 as compared to 0.76 for the Classroom Management Questionnaire.

Validity of the PMQ

Content validity of the PMQ was established by having five individuals, knowledgeable of Aronfreed's model, rate the responses to each item as either inductive or sensitizing. Five of the judges agreed on 97% of the choices for responses to the 36 items. The remaining judge agreed on 86% of the items. Thus, the PMQ demonstrates adequate content validity.

In order to determine if parents' scores on the PMQ are related to their actual style of socialization, 10 parent volunteers were asked to specify three misbehaviors exhibited by any of their children during the past two weeks and to indicate their specific response to the misbehaviors. They were then asked to complete the PMQ. A group of eight individuals, trained in the induction-sensitization model and unaware of the parents scores on the PMQ, evaluated the parents' self-reported discipline approaches and classified the responses as inductive (+2), sensitizing (+1) or indeterminate (0). The scores obtained were correlated with the parents' actual scores on the PMQ. The overall correlation was .68

which was significant at the .01 level.

The participants in the validity study consisted of parent volunteers from the Minneapolis-St. Paul metropolitan area with 40% of the participants from suburban areas and 60% from nearby rural areas. The average age of the parents was 36.6 years. The group was composed of eight females and two males. Each volunteer had at least one child, with 40% of them having two children. The group's educational level was rather uniform, with all participants having completed high school and 50% of them having at least one year of college.

Method

Subjects

The sample for the present study consisted of 1957 parents who completed the PMQ. Characteristics of the sample are presented in Table 2.

Insert Table 2 about here

Procedure

The PMQ was distributed to the parents of all children enrolled in the elementary schools of three school districts in the Minneapolis-St. Paul and western Wisconsin area during Spring 1983. Parents were asked to complete the questionnaires separately. Completed questionnaires were received from approximately 50% of the families in the study and produced 1,977 usable questionnaires.

Results

Scores on the PMQ were analyzed in a 2 (male, female) x 2 (both parents present, single parent) x 2 (rural, suburban) analysis of

variance for unbalanced designs. Significant main effects were indicated for the full scale for gender with $F(1,1949) = 8.98$, $p < .001$ and family intactness with $F(1,1949) = 2.18$, $p < .03$; for the male items subscale for gender with $F(1,1949) = 8.96$, $p < .001$; and for the female items subscale for gender with $F(1,1949) = 5.28$, $p < .001$ and for family intactness with $F(1,1949) = 2.25$, $p < .03$. In each case mothers selected more inductive responses than fathers and single parents selected more inductive responses than parents in intact families. There were no significant interaction effects. Mean scores are reported in Table 3.

Insert Table 3 about here

The scores on the PMQ from single parents were analyzed in separate one way analyses of variance with score on the PMQ and its subscales as the dependent variables and parent gender and education as independent variables. Significant results were obtained for education on the Full Scale with $F(3,189) = 8.14$, $p < .001$, on the male subscale with $F(3,189) = 23.80$, $p < .001$, and on the female subscale with $F(3,189) = 4.60$, $p < .01$. Post hoc comparisons using the protected + procedure indicated that single parents with high school education or less selected significantly fewer inductive responses than single parents with a college background. Gender differences were not significant. These results are presented in Table 4.

The scores on the PMQ from parents in intact families were analyzed in a 2 (male, female) x 2 (both parents employed, one parent employed) x 4 (less than high school education, high school graduate, college, post

college training) analysis of variance for unbalanced designs. Significant main effects were indicated on the full scale for gender with $F(1, 1339) = 20.76$, $p < .001$ and for education with $F(3,1339) = 27.38$, $p < .001$; for the male items subscale for gender with $F(1,1339) = 8.69$, $p < .001$ and for education with $F(3,1339) = 18.91$, $p < .001$; and for the female items subscale for gender with $F(1,1339) = 25.75$, $p < .001$ and for education with $F(3,1339) = 23.33$, $p < .001$. In each case of significance more inductive responses were selected by mothers as compared to fathers, and by parents with higher levels of education. Mean scores are reported in Table 5.

Insert Table 5 about here

Parental consistency within 706 intact families in which both parents completed the PMQ was examined by comparing the scores of mothers and fathers on the PMQ and its subscales. Significant results were indicated on the full scale with $t(1,705) = 9.24$, $p < .001$, the male items subscale with $t(1,705) = 7.30$, $p < .001$ and the female items subscale with $t(1, 705) = 8.91$, $p < .001$. The results indicated significant differences between parents with mothers selecting significantly more inductive responses as compared to fathers. Mean scores are reported in Table 6.

Insert Table 6 about here

Since level of parent education has been related to style of behavior management, separate t-tests were calculated by dividing the parents into groups based on the father's educational level. Significant differences

were indicated on the full scale and female subscales for all educational levels and on the male subscale for high school graduates and families with college education. Mean scores and t-test results are reported in Table 7.

Insert Table 7 about here

In order to determine the consistency of parent agreement/disagreement across educational levels, a Chi-square analysis was performed. A family was categorized as showing a discrepancy if the parents' scores on the PMQ differed from each other by one standard deviation (four points) or more. The Chi-square was not significant. These results are presented in Table 8.

Insert Table 8 about here

Discussion

Many of the results of this study should be interpreted cautiously. Although the return rate of approximately 50% is satisfactory, it is possible that parents returning the questionnaires have characteristics that differ from those who did not participate. Such characteristics may include greater level of interest/motivation and higher levels of education. This may be true especially for the single parents in the study. The sample consisted of ten schools in both rural and suburban areas. Urban schools were not included and the generalization of these results to parents in urban districts should be done cautiously.

The results of the present study indicate that mothers, as compared

to fathers, and single parents, as compared to parents in intact families, selected more inductive strategies in response to children's misbehavior. Rural-suburban differences were not present.

These results support previous research (Kagen, Hosken & Watson, 1961; McGillicuddy-Delisi, Sigel & Johnson, 1979; Tasch, 1952; and Lamb, 1976) indicating that mothers and fathers differ in their styles of disciplining their children. Previous research (Smith, Franzen, Lenz & Bess, 1983) using the PMQ reported similar findings. Fathers tend to choose more sensitizing approaches to managing children's misbehavior, while mothers tend to prefer the inductive approach. The present results indicate that gender differences in parenting still exist.

A major finding of the present study is the preference for inductive strategies indicated by single parents. This result is somewhat unexpected in that the consensus of most studies of divorce is that divorce results in negative stress for parents and children and that divorced parents are less able to cope with parenting tasks (Guidubaldi, Cleminshaw, Perry & McLoughlin, 1983). Thus, a sensitizing style would be anticipated as it is characterized by less reasoning, encouragement and support. In addition, the sensitizing approach places greater emphasis on stopping misbehavior. It is possible, of course, that the single parent respondents to the present study are atypical. In addition, there are no data on the length of time the parents had been divorced and this factor may be crucial to parenting style. At any rate the present study suggests that single parents are not a homogeneous group and that their parenting style is not necessarily more sensitizing than the style of parents in intact families. Clearly, these issues need to be explored in more detail.

Perhaps the most significant results with regard to both intact families and single parent families are the educational differences. Both groups selected more inductive responses as the educational level of the groups increased. For intact families significant differences in parenting style were present among all four educational levels, whereas single parents with a high school education or less differed from single parents with college and post-college education.

Clearly the inductive approach is a more "cognitive" approach using more verbalization and more reasoning than the sensitizing approach which is more action-oriented and punitive in nature. Thus, the trend to use more inductive approaches as educational level increases is not unexpected. A comparison of Tables 4 and 5 clearly shows that single parents produced higher scores on the PMQ (more inductive) than parents of intact families at each educational level. Once again the single parents in this study did not respond as one would expect.

In families in which both parents were present, there were no differences in parenting style as a function of parent employment. The PMQ scores of parents in families in which both parents work and of parents in which only one parent is employed were virtually identical. This finding assumes even greater significance when one considers the tremendous increase in families with both parents employed. The present study suggests that these families do not differ in approach to behavior management when compared with traditional families. A longitudinal study examining changes in parenting styles as a result of both parents working is needed to confirm these cross-sectional results, however.

An important variable in the childrearing literature is the consis-

tency of parental approaches to children's misbehavior. Previous research (e.g. Block, Block & Morrison, 1979) indicates that parents who agree on discipline matters tend to have more stable, consistent home environments. The present study indicates that mothers and fathers of families in which parents completed the PMQ differ significantly in discipline approach with mothers selecting inductive strategies more frequently than fathers. When the responses of intact families were compared based on the father's level of education, significant differences were found between parents at all educational levels, with mothers receiving more inductive scores than fathers.

The parent-pairs with less than high school education were in close agreement on childrearing but they were not as close as parent pairs with post-college training, and their mean scores were lower than those of parent-pairs at any other level of education. Although they tend to agree more, their attitude toward childrearing appears to be more sensitizing than parents who have more formal education.

Previous research on childrearing techniques (Tasch, 1952; Sears, Maccoby, & Levin, 1957; Sears, 1975) also indicates that the behavior of a parent towards a child may be influenced by the parent's level of education or by the parent's socioeconomic status (SES). The greatest distinction was found by Sears et al. when mothers were compared according to their level of education. The mothers with higher education tended to use reasoning more and tangible rewards less with their children and were less inclined to insist on sex-appropriate behavior than mothers with less education, regardless of SES level.

Of most importance, perhaps, is the size of the parental discrepancy

in approach to behavior management. Therefore, the degree of parental consistency/inconsistency was analyzed by educational level. Parents with scores within four points of each other (one standard deviation) were considered to be consistent and have no significant discrepancy in parenting style. The results suggest that there is considerable consistency between parents across the educational levels. In fact, 63% of the families demonstrated a discrepancy between parents of less than four points on the PMQ. The degree of consistency was stable across educational levels. It seems, therefore, that educational level is not related to consistency in parenting style.

At the same time 37% of the families demonstrated a marked discrepancy in parenting style. If parental inconsistency is indeed related to a lack of stability in the home and behavioral difficulties in children, then this group is an "at risk" population. Clearly additional research is needed to establish the possible link between parental inconsistency and children's behavioral difficulties using a sample of parents such as these rather than a clinical population referred on the basis of pre-existing difficulties.

Implications for School Psychologists

The present research suggests that fathers and parents with high school educations or less are most likely to use sensitizing approaches in response to children's misbehavior. Clearly these individuals represent target groups for preventive programs by school psychologists. Parent education programs, parent study groups and programs emphasizing specific behavioral problems are suggestions for intervention by the school psychologist. A number of commercial programs (e.g. Systematic

Training for Effective Parenting; Systematic Training for Effective Parenting of Teens; Active Parenting) are available. In addition, a school psychologist could easily design his/her own program (e.g. Bess, 1982).

The focus of such intervention programs should be on specific behavioral dilemmas that frequently occur. Training should be provided in the analysis of the dilemma and developing intervention strategies to reduce misbehavior and promote appropriate behavior in the future. Using examples of misbehavior supplied by parents is an effective way of accomplishing this goal. Shorter programs (one or two sessions) could focus on specific types of misbehavior, e.g. aggressive behavior, and strategies for handling them. The most successful programs are likely to be those that involve parents in learning new skills through demonstration, discussion and role-playing and enable parents to practice the skills in their own family situation. In this way any difficulties in using the skills can be explored.

Although the single parents in this study did not display sensitizing or punitive approaches to children's misbehavior, previous research suggests this group of parents may be at risk. For example, Guidubaldi, et al. (1983) suggests that children in single parent families, as the result of divorce, experience more behavioral and educational difficulties than children in intact families. The time immediately following the divorce is probably crucial. Thus, parenting programs could be developed for use by the school psychologist for individual parents or groups of parents. Such programs could be tailored to the individual needs of the group members and especially focus on the stresses of divorce and being

a single parent.

Approximately 37% of the intact families in this study exhibited a significant discrepancy in management style of mother and father. This group of families may also be a target for parenting programs. Previous research clearly indicates that inconsistency in parenting may be related to behavioral problems in children. The focus of parenting for these parents would be to help them to become more consistent in their approach to children's misbehavior.

The PMQ itself is of use to the school psychologist in a number of ways. As part of the regular referral process, it provides information on the parenting style of each parent and the degree of consistency between parents. Thus, intervention strategies can be developed based on the results. For example, the need for parent education groups or individual consultation on behavioral matters may be in order. Secondly, the PMQ can be used as a pre-test and post-test measure to evaluate the changes in parenting attitude as a result of parent education study groups or similar training. Thirdly, the PMQ could be used to determine the inservice needs of groups of parents. It is possible that parents of children with various exceptionalities have specific and unique needs. Differences in needs may also be related to ages of children, number of children in the family, etc.

Future Research

Additional research is needed in several areas. Further research on parenting style of single parents is needed. Attention should be focused on possible changes that occur in parenting style as a result of divorce. In addition, the time since divorce should be a variable in future research.

Secondly, the relationships of parental discrepancy in parenting style should be investigated. Do children of such families have more learning and/or behavior problems? What is the effect of this discrepancy on the emotional and intellectual development of children? Thirdly, there is a need to extend the present research using an urban sample.

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Table 1

Induction/Sensitization: Conceptual Differences

Induction	Sensitization
source of internal orientation to child's control over behavior	source of external orientation to child's control over behavior
emphasis on internalized standards of appropriate behavior	emphasis on external standards of appropriate behavior
likely to induce more internalized monitors of anxiety	sensitizes child to the external risk of punishment
desirable behavior rewarded inappropriate behavior ignored (if possible)	desirable behavior ignored inappropriate behavior punished
focus on child's role and responsibility in behavioral situation	focus on visible manifestation of behavior or transgression
emphasis on representational and evaluative (cognitive) controls on behavior	emphasis on concrete situation at hand
misbehavior resolved by action of child	misbehavior resolved by punishment
explanation of standards and child's role	action and few words
goal is development of self-initiated control of conduct	direct attack on child; punishment immediate and focused in time
focus on child (intentions, resolutions)	focus on role of adult providing punishment
intentions of behavior explored	intentions of behavior ignored (are irrelevant)
no punishment when child takes the initiative to correct the behavior	correction of behavior not emphasized; punishment is
enhances identification and modeling	distances learner from socializing agent

Table 2

Characteristics of Participants

	Intact Families	Single Parents	Total
Gender			
Male	754	21	775
Female	1006	176	1182
Employment Status			
Both parents employed	767	--	
One parent employed	610	--	
Education			
Less than high school	59	12	71
High school	807	101	908
College	712	71	783
Post-college	160	9	169
Not reported	22	4	26
Location			
Suburban	1280	138	1418
Rural	480	59	539
Average Number of Children	2.06	2.15	--

Table 3

Mean Scores on the PMQ by Gender, Family Intactness and Geographic Location

	N	Full Scale	Male Subscale	Female Subscale
Gender of Parent				
Male	775	21.91 (4.11)	10.74 (2.37)	11.16 (2.31)
Female	1182	23.60 (4.13)	11.57 (2.36)	12.03 (2.28)
Family Intactness				
Intact	1760	22.83 (4.20)	11.19 (2.41)	11.64 (2.33)
Single Parent	197	23.81 (4.09)	11.72 (2.26)	12.09 (2.29)
Geographic Location				
Suburban	1418	22.98 (4.23)	11.25 (2.43)	11.73 (2.33)
Rural	539	22.80 (4.13)	11.22 (2.31)	11.57 (2.34)

Standard deviation expressed in ( ).

Table 4

Mean Scores on PMQ of Single Parents by Education

	N	Full Scale	Male Subscale	Female Subscale
Education*				
Less than High School	12	21.92a (2.64)	10.50a (1.62)	11.42a (1.31)
High School	101	22.78a (4.15)	11.14a (2.37)	11.64a (2.28)
College	71	25.37b (3.65)	12.59b (1.91)	12.77b (2.21)
Post College	9	26.00b (3.39)	12.89b (1.45)	13.11b (2.57)
Gender				
Male	21	22.71 (4.01)	10.95 (2.04)	11.76 (2.51)
Female	176	23.94 (4.09)	11.81 (2.28)	12.13 (2.27)

Standard deviation expressed in ( ).

*Values with a common subscript in each column do not differ significantly from each other using the protected t-test.

Table 5

Mean Scores on the PMQ by Gender, Employment Status and Education for Intact Families

	N	Full Scale	Male Subscale	Female Subscale
Gender of Parent				
Male	684	23.55 (4.10)	11.53 (2.39)	12.02 (2.23)
Female	680	21.79 (4.12)	10.71 (2.38)	11.08 (2.31)
Employment				
Both parent work	759	22.81 (4.24)	11.19 (2.40)	11.62 (2.35)
One parent works	605	22.56	11.03	11.47
Education				
Less than High School	44	20.46 (3.70)	10.02 (2.36)	10.44 (2.17)
High School	609	21.81 (4.04)	10.70 (2.29)	11.10 (2.28)
College	566	23.40 (4.09)	11.45 (2.42)	11.96 (2.24)
Post-College	132	24.34 (4.36)	12.05 (2.51)	12.29 (2.33)

Standard deviation expressed in ( ).

Table 6

Mean Scores on PMQ of Mothers and Fathers from Same Family

	N	Full Scale	Male Subscale	Female Subscale
Mothers	706	23.45	11.48	12.01
Fathers	706	21.80	10.71	11.09

Standard deviation expressed in ( ).

Table 7

Mean Scores on PMQ of Mothers and Fathers of Same Family by Father's Educational Level

	N	Mother	Father	t	p
			Full Scale		
Education					
Less than High School	24	21.96 (2.87)	19.13 (3.66)	3.27	< .003
High School	272	22.83 (4.09)	20.66 (3.58)	7.42	< .001
College	296	23.52 (4.19)	22.37 (4.15)	4.39	< .001
Post-College	101	25.10 (4.33)	23.92 (4.35)	2.41	< .02
			Male Subscale		
Education					
Less than High School	24	10.63 (1.81)	9.71 (2.07)	1.72	NS
High School	272	11.15 (2.35)	10.21 (2.09)	5.75	< .001
College	296	11.55 (2.36)	10.90 (2.45)	4.12	< .001
Post-College	101	12.38 (2.66)	11.83 (2.53)	1.67	NS
			Female Subscale		
Education					
Less than High School	24	11.33 (1.76)	9.42 (2.00)	4.18	< .001
High School	272	11.74 (2.23)	10.45 (2.09)	7.38	< .001
College	296	12.02 (2.28)	11.47 (2.33)	3.56	< .001
Post-College	101	12.72 (2.20)	12.09 (2.31)	2.61	< .01

Table 8

Parental Consistency in Response to the PMQ by Father's Education

	Discrepancy*		No Discrepancy	
	N	%	N	%
Education				
Less than High School	6	2	18	4
High School	106	42	156	37
College	105	41	189	44
Post-College	38	15	63	15
TOTAL	255	100%	426	100%

*Parents' scores differed from each other by one standard deviation or more (> 4 points).